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Professor Mary Ioannidou – Koutsellini  
President, DIPAE

**Subject: Response to DIPAE External Evaluation Report for Reaccreditation of the Bachelor of Arts in Hospitality & Tourism Management of InterNapa College.**

The College is today submitting its response to the DIPAE external evaluation report for reaccreditation of the BA in Hospitality & Tourism Management.

Dr Nicos Anastasiou  
Academic Director  
Chairperson of Internal Quality Assurance Committee



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Professor Mary Ioannidou – Koutsellini  
President, DIPAE

**Subject: Response to DIPAE External Evaluation Report for Reaccreditation of the Bachelor of Arts in Hospitality & Tourism Management of InterNapa College.**

The InterNapa College Internal Quality Assurance Committee in cooperation with our Bachelor of Arts Program Coordinator in Hospitality & Tourism Management have reviewed the above report forwarded to us by email on 9 October 2017.

Our response follows the structure of the visiting team's report findings:

## **Findings:**

### **Visiting Team Comments:**

#### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

It seems that teaching work is organised efficiently and the students interviewed were satisfied with the provision. An effective administration structure supports the delivery of the programmes.

### **InterNapa College Response:**

The College is pleased that the visiting committee found the teaching to be organized efficiently and with an administrative structure to effectively support delivery of programmes.

### **Visiting Team Comments:**

Teaching staff seemed enthusiastic about teaching their students. There is some tourism and hospitality expertise in the team but very limited research output in highly respected tourism and hospitality journals. It is also evident that only few members of staff are tourism and hospitality academic specialists and have relevant background studies.

**InterNapa College Response:**

The committee found the teaching staff enthusiastic about their teaching but have reservations about the research output and whether some college staff have the relevant background studies. As regards the few academic specialists and limited research output the College is doing its utmost to further develop in this area. The point by the visiting committee concerning research is mentioned more than once in this report and so to avoid repetition and ease readability of the College response this will be addressed fully in the final section "Final Remarks – Suggestions".

**Visiting Team Comments:**

**2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

- Purpose and Objectives and learning outcomes of the Program of Study
- Structure and Content of the Program of studies
- Quality Assurance of the Program of studies
- Management of the Program of Study
- International Dimension of the Program of Study
- Connection with the labour market and the society

The documentation provides a comprehensive and meticulously prepared guidance to the programme proposed. There are 14 specialised hospitality related modules and 9 specialised tourism related modules out of the 78 modules in the programme. There are also 16 business related modules. Non-specialist modules are dominated by languages (8 modules) and liberal arts (8 modules) and seem to lack specialization in the context of hospitality and tourism.

The programme follows a traditional, mainstream and to some extent uninspiring and unimaginative approach to teaching hospitality and tourism. The programme offers a portfolio of theoretical business and management knowledge with modules in the areas of tourism and hospitality operations. The programme offers several modules with limited attempt to customize and contextualize learning to the students interested in hospitality and tourism. The programme seems to be centrally managed but teaching staff are involved in the formation of the curriculum and their modules. The generic business modules do not include literature relevant to hospitality and tourism. Most textbooks suggested for all modules are 10-15 years old and tourism and hospitality academic journal articles are not included in the module outlines. Programme structure issues need to be considered too, as discussed later in this evaluation report.

**InterNapa College Response:**

The visiting committee found the accreditation submission of the BA programme to be comprehensive and meticulous.

The committee have though confused the requirements of the programme assuming that all elective courses are required courses. To graduate from the programme 129 credits are required (240 ECTS), this is just over 40 courses contrary to the 78 reported in the visiting team's report (this includes all possible electives). The same error continues in the foreign language requirements (12 credits required, 4 courses) and liberal arts (9 credits required, 3 courses) which the visiting team wrongly count as 8 courses required for each.

Nevertheless, the visiting team's comments that the programme is mainstream and unimaginative has basis and eager keen to renew it. The College from its side needs to point out that the programme has not been updated recently because: a) changes to programmes were in the past not a simple process whilst under SEKAP accreditation and Ministry of Education inspections; and, b) the programme has been under reaccreditation since 2015 when it was originally submitted to SEKAP and then to DIPAE following the new state legislation of 2016. Therefore, during this whole process changes/developments to the programme have not been feasible. More importantly, we are in agreement that the programme needs updating, customizing and contextualizing to better match the present needs

The committee additionally comment that the programme is centrally managed without producing any evidence to this effect. The programme has always had a well-qualified program coordinator who has always sought the opinion of colleagues. There is a program committee, an academic committee and since DIPAE an internal quality assurance committee all playing their own role as required.

Further, there is a comment that the business courses do not include literature relevant to hospitality and tourism. The programme has many hospitality/tourism major courses (and electives) and several specialized courses will be added – see new proposed pathway at the end of this report. Therefore, we believe that students should learn business as a separate science further, to the hospitality and tourism courses that they are taught, to better prepare them as professional managers in their chosen field. That is not to say that these courses will be taught independently of the hospitality industry, particularly as the College is located in a major tourist region and assignments often refer to the local industry or that the College is against adding more contextuality.

As regards college textbooks the committee incorrectly state that these are 10-15 years' old which is only the case for a few courses and the College has every intention of renewing its book collection of hard copy and e-books as well as to add academic journals to course outlines.

### Visiting Team Comments:

There is room for improvement on the structure of the degree by contextualising generic modules and increasing the number of hospitality and tourism related modules, which are relevant to the contemporary business environment. There is in general a logical sequence of modules in terms of content, although the academic value of modules (ECTS-wise) such as "College Algebra" and "Western Civilisation" is questionable. The generic business modules also fail to acknowledge the specific requirements of hospitality and tourism. There is also limited innovation in the degree and a failure to acknowledge contemporary sectoral and macroeconomic challenges. As such, and in contrast to what advocated in the mission statement of InterNapa College, the BA programme would not prepare graduates adequately to excel in an increasingly challenging global business environment at the time of graduation.

Assessment is traditional - there is apparently a mid-term exam, a final exam and a coursework for each module. As the degree is on management, it is advised that presentation skills should be explicitly evaluated and assessed as much as possible. The number of credits attached to each module is standard.

Quality assurance has been documented from an internal point of view to a satisfactory degree.

The college team indicated that they would like to re-establish international collaborations under the auspices of the Erasmus+ programme for staff and student mobility. In the documentation, there is evidence of the connection with the labour market and the local community. The curriculum offers three four-month placements for students capitalising on the fact that Cyprus is in the epicentre of the Mediterranean tourism industry.

### InterNapa College Response:

The point regarding additional contextualization of taught courses has already been discussed in the previous section when addressing the "Program of Study" section.

The criticism regards College Algebra we are taking on board and the College is renewing the Math requirements of the programme. As for the liberal arts elective, Western Civilization this is not a requirement and has not been taught at the College for at least eight years and had we been asked we would have explained this. Electives that are not required and have not been taught for a while will be removed as we renew the programme. As explained earlier it has not been previously feasible to make changes to the programme and so faculty were pleased to have the opportunity to rejuvenate the programme.

The criticism that the assessment of the programme is traditional because it has a final exam, midterm and assignments seems excessive as this is the norm in most institutions. Presentations are used by faculty in many courses, particularly for advanced courses and normally are part of the grading of set assignments. This topic was again not discussed with us but naturally we will take on board for further improvement.

The internal quality assurance mechanisms of the programme were judged to be satisfactory by the visiting committee. This is another positive comment from the committee on the ability of the College to successfully manage its programmes and academic matters.

As regards the College Erasmus+ application this has since been approved so we will be able to partake in faculty and student mobility with other institutions from the new academic year.

**Visiting Team Comments:**

**3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

**- Research Teaching Synergies**

The programme documentation refers explicitly and in detail to the research policies and activities implemented by the College and its members of staff encouraging excellent research. In reality, however, there is no strong evidence of research activity in general and in hospitality and tourism in particular among the involved members of academic staff. Few members of InterNapa College are engaged in research activities with modest publication or other related outputs. 5 out of 13 members of the teaching team in InterNapa College hold a PhD; nonetheless, only two PhD holders work there as full-time members of staff. There is no research on journal articles in the module descriptors and teaching staff seem unaware of recent research on their subject areas. There was some interest to undertake research and/or consultancy collaboration with the local tourism and hospitality sector.

**InterNapa College Response:**

The College encourages research and we are starting to see progress and have some success. The committee were presented with six programme faculty with a PhD - not five as stated in the committee's report, plus a visiting professor. They are all presently teaching on the programme, three are full time (not two as stated in the committee's report, all of which they met). This we consider a reasonable number for a programme of around 100 students. The faculty is encouraged to engage in research and the College is trying to offer more opportunities in research for more and better publications.

**Visiting Team Comments:**

**4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The College appears to have sufficient and adequate provision for the administration of the programme. During the discussion with the students, this was confirmed. Other infrastructures/support were adequate for the proposed number of students and expected level of teaching delivery. The College seems to have adequate resources to operate viably.

However, insufficient information was provided in the feasibility study in terms of future cash flows and costs at campus level.

**InterNapa College Response:**

The College was found by the visiting committee to have adequate and sufficient provisions for the administration of the programme, teaching delivery and resources to operate viably. This was also confirmed to the committee by students of the programme.

The committee here on the one hand state that the College have sufficient and adequate resources thence confirming the financial viability of the programme but then talk of inadequate financial information. All financial information required is provided in our application for accreditation. The programme has been running for ten years with a consistently large number of students, is accredited and judged by the committee to be operating well. The committee in fact never asked for any such aforementioned cash flows or costs - that are anyhow not required by the accreditation regulations - which ask for proposed number of students and graduates' employability prospects. This analysis is now enclosed at the end of this report.

**Visiting Team Comments:**

**CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE**

The learning outcomes of the individual modules are well-structured and balanced but occasionally fail to address modern tourism and hospitality business challenges. The generic business modules often overlook the specific context and requirements of the tourism and hospitality sectors and, therefore, do not provide sufficient contextualized knowledge. For example, the two economics modules, fail to address the idiosyncrasies of the tourism and hospitality sectors and engage students in relevant discussion. The modules use dated literature of almost 10-15-year-old, and fail to include journal articles with contemporary methodologies and topics.

**InterNapa College Response:**

The visiting committee found the course learning outcomes to be well-structured and balanced but suggest that they occasionally fail to address modern hospitality/tourism business challenges. The College will be reviewing the programme after the visiting team's comments and will be offering more modern courses for major requirements and electives which will be reflected in the learning outcomes. As regards the committee's comment on our courses in economics we have taken this into account and are preparing a new course in developmental economics with emphasis on tourism and its multiplier effect – see end of report. Further, the committee state that the College uses literature from 10-15 years ago which is not generally the case. Nevertheless, the intention is to offer the latest reading for students both in terms of required books or journals. Suggested changes to the programme pathway taking into account recommendations are included at the end of the report.

**Visiting Team Comments:**

Often the module documentation feels like a collection of outdated module outlines packaged together for validation purposes. Unfortunately, the teaching team does not appear fully engaged in the development of the modules.

There is documented industry engagement, placement and professional practice interaction. This is a strength of the programme as it may help students prepare themselves for the real world. This is topical as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff. The proposal also mentions collaborations with the local tourism industry associations that can enrich the programme; such opportunities for potential engagement were also mentioned during the meetings.

**InterNapa College Response:**

The assertion that module documentation was packaged for validation purposes is wholly unjustified and untrue. The College of course uses the form for syllabuses as recommended by DIPAE and if the visiting committee had requested other/prior documentation they would have seen the level of organization, that they themselves testify too (as have all prior visiting committees), rather than making unsubstantiated assertions.

It is hard to understand how it can be implied that some seventy modules (requirements and electives) could have been prepared without the direct involvement of faculty. Notwithstanding the visiting committee's own reference previously that "teaching staff are involved in the formation of the curriculum and their modules" (Section 2. Program of study and higher education qualifications, page 7 - the statement was shown previously).



**Visiting Team Comments:**

There is documented industry engagement, placement and professional practice interaction. This is a strength of the programme as it may help students prepare themselves for the real world. This is topical as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff. The proposal also mentions collaborations with the local tourism industry associations that can enrich the programme; such opportunities for potential engagement were also mentioned during the meetings.

**InterNapa College Response:**

The committee were pleased with industry engagement of the programme and collaborations with industrial associations.

**Visiting Team Comments:**

There is limited evidence of relevant research activity or culture among the involved members of academic staff. Few members of InterNapa College are engaged in research activities with modest publication or other related outputs.

Staffing is of some concern as few academic members of staff are qualified to PhD level often in unrelated subject areas. Most staff have MSc degrees although some members of staff only hold a BA degree. There is limited evidence of specialised tourism and hospitality research and knowledge creation activity; moreover, this is centred around few individuals, with limited teamwork involvement. The academic staff had also limited engagement in the module preparation.

**InterNapa College Response:**

The assertion that most staff have an MSc was contradicted by the evidence presented to the committee as almost 60% of faculty teaching on the programme possess a PhD. It is though correct that two part time faculty had a Bachelor degree (one teaching elementary French Language and the other Accounting I).

The comments regarding research will be addressed at the end of the report.

## Quality Standards and Indicators:

### Visiting Team Comments:

#### 1. Effectiveness of Teaching Work – Available Resources

##### 1.1 Organization of Teaching Work

Learning resources (including electronic subscriptions to academic and professional hospitality and tourism journal databases) at the library are rather poor; the proportion of books related to tourism and hospitality is low; the IT facilities are somewhat outdated; library opening hours and days are limited; the library premises are somewhat unattractive.

### InterNapa College Response:

The learning resources of the programme at the library were judged to be rather poor and the proportion of hospitality and tourism books low. The College will be ordering a large collection of books with the upgrading of the academic programme and at the same time subscribing to a new electronic database with emphasis on hospitality and tourism.

The IT facilities were described as outdated, the College is continuing to invest in upgrading its IT resources. Computers for teaching purposes have been recently upgraded, a network has been installed for open access across campus (for student use). On line presence of the College has been updated through the use of Moodle under the InterNapa College website. Additionally, for student use an Android app for Moodle platform has been developed to assist them in their student work. Students are also able to install Office on their own devices using Microsoft Office for Educational Purposes Scheme.

The library opening hours were judged to be limited but in fact these adequately support student needs as later hours would not add to student use as most students live in Ayia Napa and there is no bus in the evening.

### Visiting Team Comments:

#### 1.2 Teaching

The curriculum is outdated and does not address contemporary challenges in the travel and hospitality sectors. Modules such as "College Algebra" and "Western Civilisation" are less relevant than other essential subject areas. There is a serious lack of contemporary tourism and hospitality consumer related topics. There are many modules that are generic and/or not contextualized. Typically, textbooks are outdated and there is a lack of journal articles. In fact, more recent textbooks and journal articles in hospitality and tourism should be used to provide currency and intellectual stimulation. All the above-mentioned may deter students from engaging in plagiarism practices, which are currently popular as revealed by students themselves during their meeting with the Panel.

**InterNapa College Response:**

The visiting committee regard the programme curriculum as outdated. The College is including in this report suggestions for updating the BA programme in Hospitality & Tourism Management. The new programme includes contemporary courses in hospitality/tourism. As explained earlier we have wanted to update the programme for a long time but for reasons explained earlier this has proved difficult. The new programme will include new courses, updated syllabuses including reading material, books as well as electronic material. Plagiarism software mentioned in the committee's report has already been installed at the College.

**Visiting Team Comments:****1.3 Teaching Personnel**

The Panel was concerned about the fact that few members of InterNapa College are engaged in research activities with modest publication or other related outputs. 5 out of 13 members of the teaching team in InterNapa College hold a PhD; nonetheless only two PhD holders are employed there as full-time members of staff. There is no research on journal articles in the module descriptors and teaching staff seem, unfortunately, unaware of recent research on their subject areas. Existing staff should be supported to develop their tourism and hospitality-related expertise (staff development) and to commence their research journey.

**InterNapa College Response:**

The comments regarding research will be addressed at the end of the report. The College as explained earlier is doing its utmost to develop the research potential of the programme. The accreditation regulations do not call for such a large percentage of doctoral qualifications. Nevertheless, the programme with around 100 students has six doctoral qualified faculty (three of which are full time – all of which the committee met, as opposed to two mentioned in the report). This is a reasonable number for a hospitality programme where faculty with doctoral qualifications are hard to come by. The College has for a long time been searching for well qualified hospitality/tourism faculty which is continuing even though there are very few around. We are presently looking abroad too.

**Visiting Team Comments:****2. Programs of Study and Higher Education Qualifications****2.1 Purpose and Objectives and learning outcomes of the Program of Study**

The Panel was concerned about the non-specialist modules being dominated by languages (8 modules) and liberal arts (8 modules). First, they seem to lack specialization in the context of hospitality and tourism. Second, during the meeting with the students, it was highlighted that the courses do not provide them with the ability to communicate in foreign languages other than Greek (which they pick-up on their everyday exchange with locals in Sotira and Ayia Napa).

**InterNapa College Response:**

The visiting committee have mistakenly assumed that our students need 8 language modules (only 4 are required) and 8 liberal arts (only 3 are required) to graduate. We have always believed the opportunity to learn foreign languages, including Greek (since they live in Cyprus for four years) for hospitality/tourism students and liberal arts is essential in students' development and overall education. Nevertheless, we will reduce these requirements as part of the overall restructuring of the programme.

**Visiting Team Comments:**

**2.2 Structure and Content of the Program of Study**

The Panel feels that the proportion of hospitality and tourism related modules should be higher to better meet the proposed objectives of the BA programme. In this context, the number of non-specialist modules currently dominated by languages (8 modules) and liberal arts (8 modules) should be reduced or alternatively become specialized in the context of hospitality and tourism.

**InterNapa College Response:**

As suggested by the visiting committee we are increasing the proportion of hospitality and tourism courses to allow for more specialized knowledge and reducing other courses such as foreign language and liberal arts.

**Visiting Team Comments:**

**2.4 Management of the Program of Study**

The Panel was satisfied that effective management of the program of study was applied.

In the case of practical training, note:

- The number of credit units for programmes and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

The Panel would like to commend InterNapa College for introducing three, four-month periods of internship into the BA programme. Nonetheless, the Panel would also like to stress that further to the discussion with the students, the latter stressed the major difficulties they face in securing placements that are relevant and of added value to their studies.

**InterNapa College Response:**

The committee again commend the College for the effective management of the BA in Hospitality & Tourism programme of study as well as for offering the internships of the programme. The College spends a lot of time and effort to offer our students these internship opportunities by organizing job fairs for local hoteliers as well as visiting hotels. We will continue in our efforts to find students placements so essential in their development, particularly in an area such as hospitality.

**Visiting Team Comments:**

**2.5 International Dimension of the Program of Study**

At present, InterNapa College lacks the necessary internationalisation at every level. Nonetheless, the College team acknowledged the problem and indicated that they would like to re-establish international collaborations under the auspices of the Erasmus+ programme for staff and student mobility.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The proposed programme meets the standards expected from corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

**InterNapa College Response:**

InterNapa College is attempting to increase the internalization of its programme. Its faculty are of course educated or have been employed in many different countries. Since the committee's visit the College has obtained the Erasmus+ Charter and is now in the process of planning the visits of college faculty to relevant destinations to assist in their research and for students to gain experiences. The College is pleased that the committee found the programme met similar local and international standards for corresponding programmes.

**Visiting Team Comments:**

**2.6 Connection with the labour market and the society**

Insufficient information was provided in the feasibility study in terms of student employability.

**InterNapa College Response:**

The committee commented that insufficient information was provided in the feasibility study in terms of student employability. This is described in our application for evaluation – accreditation and was not raised during the visit. Our students easily find professional work in their developing hospitality markets or alternatively continue studies in Canada/USA where again employment in these sectors is not at all difficult.

**Visiting Team Comments:**

**3. Research Work and Synergies with Teaching**

The Panel felt there is insufficient awareness among members of academic staff regarding the importance of current research in hospitality and tourism and how this should be related to curriculum currency and innovation in teaching. Few members of InterNapa College are engaged in research activities with modest publication or other related outputs in hospitality and tourism. There was some interest to undertake research and/or consultancy collaboration with the local hospitality and tourism industry.

**InterNapa College Response:**

The comments regarding research will be addressed at the end of the report.

As regards consultancy/training the College has undertaken various studies for organizations in the area and continues to maintain close ties with local industry.

**Visiting Team Comments:**

**4. Administration Services, Student Welfare and Support of Teaching Work**

**4.1 Administrative Mechanisms**

Further to the discussion with the students, the Panel would like to commend InterNapa College members of staff on showing care and responsibility when dealing with student problems of both academic and personal nature.

**InterNapa College Response:**

The visiting committee commend the College staff on showing care and responsibility in dealing with student problems, academic and personal.

**4.2 Infrastructure / Support**

Support is required in investing on more library resources; moreover, staff development initiatives need to be undertaken to better utilize the available resources. The curriculum is outdated and does not address contemporary challenges in the tourism and hospitality sectors. There are many modules that are generic and/or not contextualized.

**InterNapa College Response:**

The committee have commented that greater support is required in library resources and the College will be adding a large collection of books and other library resources to support the updated BA Hospitality & Tourism programme. As regards staff development initiatives, the College will closely cooperate with the library in better addressing these needs. To better utilize the new resources such as e-databases, on line tools and plagiarism software the College will offer refresher courses to better utilize new resources at the end of the academic year as part of its annual training.

**Visiting Team Comments:**

**4.3 Financial Resources**

There was insufficient information on the financial resources available and the feasibility study was inadequate to provide explicit data on the future cash flow and viability of the BA programme.

**InterNapa College Response:**

The visiting committee comment in the report that insufficient information on financial resources was available on future cash flows and viability. Such information is not required in the application for evaluation – accreditation so was not included there and further to this the committee did not ask for any such information.

The programme has been running at the College for over ten years, has consistently over 100 students (present academic year included), has prior accreditation and has never had problems with financial viability. Nevertheless, the College at the end of this report is including a new feasibility study.

**Final Remarks – Suggestions**

**Visiting Team Comments:**

**STAFFING**

- Academic staff need to further engage in research and knowledge creation in hospitality and tourism related areas;
- A minimum of one more permanent (i.e. not adjunct) member of staff specialized in hospitality and/or tourism at PhD level is required to be able to run the programme at adequate level;
- These staff as well as existing staff need to be research active and publish in international academic journals as indicated in the Association Business Schools (ABS) list. Publications by members of academic staff in the areas of hospitality and tourism should be actively encouraged by InterNapa College;
- Existing staff should be developed to understand the requirements of the hospitality and tourism industry and contextualise their teaching accordingly;
- Business/Management generalists need to be trained to understand the hospitality and tourism sector global challenges and incorporate them into their teaching;
- A clear human resources management strategy is required to ensure that sufficient and relevant resources are allocated and recruited to address mismatches between the lecturers' expertise and modules to be taught.
- A clear human resources management strategy is required to ensure that sufficient and relevant resources are allocated and recruited to address mismatches between the lecturers' expertise and modules to be taught.

**InterNapa College Response:**

The InterNapa College BA in Hospitality & Tourism Management has been accredited since 2011 with the programme now under reaccreditation. The prior and present legislation accreditation requirements regarding qualifications of faculty having one level above the level they teach have always been followed by our college. Nevertheless, we are aware that a new decision has been announced by DIPAE on 24-25 July 2017. It needs to be noted though that this decision came out two years after our present submission of Application for Evaluation – Accreditation of this programme of study. Our original application for reaccreditation for this programme was submitted to SEKAP in 2015 which ceased its operations and we then resubmitted to DIPAE in 2016 with its formation and change of legislation. Finally, the visiting DIPAE committee came in 2017.

The programme has presently over 100 students and we believe that the current faculty can support the programme as offered. The faculty as presented to the visiting committee consisted of six with doctorate qualifications presently teaching on the programme. The programme coordinator, a DBA with academic studies and publications in Hospitality Management; three part time lecturers: a PhD in International Business Management with qualifications and publications in Hospitality, a PhD teaching tourism courses with studies and research in a related area and thirdly a PhD teaching Greek/History with many academic publications. Another hospitality faculty member (also full time) has an MBA and a strong hospitality background and is keen to continue with doctoral studies. Two other doctoral full time faculty of the programme are a PhD/MBA teaching management courses, a PhD Computer Science and active researcher teaching computer courses. Overall, a strong faculty base close to the 70% as requested by DIPAE irrespective of the fact that its latest policy on doctoral qualifications was only recently announced.

The College wishes to progress and be more active in research but it would probably be unfair to examine our application based on a decision (requiring more doctoral qualifications and greater research output) that came out two years after our original application for reaccreditation. It needs to be stressed that our programme requires faculty with a good knowledge of the industry which has been traditionally a college strength. Further, faculty with doctoral qualifications in hospitality/tourism are extremely sparse in Cyprus but abroad too. The College has been searching for such faculty for a long time with adverts in the local newspapers, on line and on the College web site. It is doing its utmost to recruit and develop high quality faculty but this is not an area where such faculty are easily available. Irrespective of the recent DIPAE decision the College has always strived to have the best faculty available to ensure the quality delivery of its programme. The College is of course continuing the search to recruit and develop well qualified faculty and increase research in the programme area and is making every effort to hire another well qualified faculty member and for its faculty to be more active in research and publish their work in respected journals.

The visiting committee comment on the need for the faculty of the BA in Hospitality & Tourism Management to further engage in research and knowledge creation. The College to better align with the visiting team and DIPAE requirements is changing one of its core objectives to both transmit and create knowledge. The College will continue its role in the Famagusta region offering a quality BA Hospitality & Tourism and contribute to the scholarliness of the region. A region which needs such a higher education qualification to support the local industry. The College is doing its utmost to produce scholarly work to assist in the development of the region.

The committee indeed stress the need for a human resources strategy to ensure sufficient resources for its faculty needs. The College is well aware of the need for more specialized hospitality/tourism faculty that is actively engaged in research and to publish in worthwhile journals.



Lastly, the committee comment that faculty teaching Business/Management should be well aware of the hospitality and tourism sector. We do not believe that our faculty are at all unaware of the hospitality and tourism sector, the main sector of the Cypriot economy and in particular of our region. Further, examples from the hospitality and tourism sector are widely used by Business and other faculty. Whilst we agree of the need to increase courses in hospitality/tourism there is also a lot to be gained in learning Business/Management as a science on its own merit though examples can and are used from the hospitality sector.

**Visiting Team Comments:**

**PROGRAMME STRUCTURE**

- Generic management modules should be enriched with hospitality and tourism-related content and context;
- All modules should modernize content, update reading lists and include hospitality and tourism journal articles;
- Modules such as "College Algebra" and "Western Civilisation" should be eliminated or become electives and/or delivered in workshop mode. Likewise, it is suggested that "Introduction to Sociology" should become "Sociology" if it is to be taught in the final year of studies, where no introductory modules should be offered;
- The provision of hospitality and tourism related modules should be expanded at the expense of language and liberal arts modules;
- Languages training delivery should be specialized in hospitality and tourism oral communication and interaction.

**InterNapa College Response:**

The visiting committee repeat their suggestion to enrich and modernize management modules with hospitality/tourism related modules and include in reading lists hospitality/tourism journal articles. Further, they suggest for certain courses to be removed (Algebra & Western Civilization) and a reduction in languages/liberal arts courses. Our updated programme will indeed include far more modern hospitality/tourism courses, less liberal arts/languages courses, increased contextualization, remaining language courses will be specialized in hospitality/tourism and reading lists will be updated. The updated BA programme in Hospitality & Tourism Management is enclosed.

**Visiting Team Comments:**

**INDUSTRY ENGAGEMENT AND PROFESSIONAL PRACTICE**

- A comprehensive programme of guest speakers, industrial visits, practice and placements should be explicitly developed;
- Academics should be seconded to hospitality and tourism sectors for a period to understand modern challenges and required skills.

**InterNapa College Response:**

The committee suggest a comprehensive programme of guest speakers, industrial visits, placements and so on. Further, they suggest the College faculty should be seconded to the industry to better understand the industry.

The College already has regular guest speakers and takes students on industrial visits and all students of the programme do in total do three 160 hour placements in the hospitality industry, one for each summer. Certainly, the College agrees in continuing and increasing guest speakers and visits to industry and placements though this we do not believe is an area of weakness of the programme. As for seconding of faculty to industry this is not at all an area of weakness of college faculty as is clearly apparent from faculty CV as they have strong prior experience of the industry and maintain very good links with it.

**Visiting Team Comments:****RECRUITMENT**

- A comprehensive feasibility study and a solid recruitment strategy are required;
- The profile of academic staff needs to be better considered from a sectoral (i.e. hospitality and tourism) point of view.

**InterNapa College Response:**

The committee suggest a comprehensive feasibility study and a solid recruitment strategy. As regards students, a feasibility study was not required by the accreditation regulations though information is presented on the viability of the programme. The programme has for many years proved its viability. Further, each year many students are provided work placements to the neighboring tourist area. Nevertheless, we are enclosing an up to date feasibility study for the programme.

The profile of academic staff continues to improve and the College is continuing its efforts to recruit at least one more full time faculty member in hospitality/tourism to best support its academic programme.

**Visiting Team Comments:****RESOURCES**

- More resources are required in the library;
- Staff should be developed to access sector-specific resources.

**InterNapa College Response:**

The committee suggest that more resources are required in the library. Many books (hard copy and e-books) will be ordered, particularly for the new courses but also to update the collection for existing courses. A new electronic database will be subscribed to. Faculty will be further developed with additional training to better address sector specific needs in teaching and research.

**Visiting Team Comments:****ASSESSMENT**

- A comprehensive pedagogic strategy is required to take advantage of modern methodologies to transfer knowledge;
- The opportunity to use real industry engagement as part of assessment should be actively explored;
- Plagiarism detection software should become core to the assessment and severe penalties should be introduced and closely regulated;
- Additional emphasis should be put on presentations to improve students' communication skills and reduce their tendency to plagiarise.

**InterNapa College Response:**

The committee comments here refer to a pedagogical strategy for the programme, real industry engagement, plagiarism software and improving students' presentation skills.

The College will continue in its endeavor to recruit and develop high quality faculty to best support the programme. Limitations exist in finding faculty with doctoral qualifications in this programme area but certainly efforts towards this will continue.

As regards real industry engagement this is a college strength that we wish to continue to develop in co-operations in research, consultancy and training and developing further links with professional bodies.

With the College acquisition of Erasmus+ faculty will have increased opportunities for travel to visit educational institutions and attend conferences.

Faculty and students are increasingly becoming better acquainted with the rules of plagiarism that are better applied with acquisition of a plagiarism software which has been in place since last year. As part of the wider changes to the programme emphasis will be placed on improving presentation and communication as part of English and other communication courses.

AS

## **Proposed Main Changes:**

In summary the College will proceed in implementing the following visiting team recommendations if the DIPAE Council is in agreement for the InterNapa College BA in Hospitality & Tourism Management programme:

1. The hiring of at least one full time faculty member with a doctoral qualification with a specialization in Hospitality or Tourism.
2. The enrichment and modernization of the College programme pathway BA in Hospitality & Tourism Management. The new College proposed pathway is enclosed (Attachment 1) including many new modern courses added and older courses excluded, many courses are additionally contextualized as suggested.
3. Preparation of a feasibility report of the BA Hospitality & Tourism Management programme (enclosed Attachment 2).
4. Additional resources for the library. The College will order a significant number of books (hard copy and e-books) for the new courses but will also update its collection for existing courses and add a subscription to another electronic database.

Dr Nicos Anastasiou  
Academic Director  
Chairperson of Internal Quality Assurance Committee

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**Attachment 1: New proposed pathway BA in Hospitality & Tourism Management**

Student Name: ..... Registration No: .....  
**BACHELOR OF ARTS IN HOSPITALITY & TOURISM MANAGEMENT**  
**(129 CREDITS/240 ECTS)**

English Placement: ..... Math: Placement: .....

<b>HOSPITALITY REQUIREMENTS: 42 credits/84 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
THOM-100	Introduction to Hospitality Management	None	3	6
THOM-104	Food & Beverage Service	None	3	6
THOM-108	Internship I	THOM-100	1	2
THOM-120	Culinary Management	None	3	6
THOM-150	Rooms Division Management	None	3	6
THOM-202	Restaurant Operations Management	THOM-120	3	6
THOM-204	Food & Beverage Management	THOM-120	3	6
THOM-206	Human Resource Management for the Hospitality Industry	Sophomore	3	6
THOM-208	Internship II	THOM-108	1	2
THOM-300	Meetings, Conferences & Incentives	THOM-100, Sophomore	3	6
THOM-308	Internship III	THOM-208	1	2
THOM-320	Hospitality Revenue & Cost Management	THOM-100, TACC102	3	6
THOM-408	Final Year Project	TRSH-350, Senior	3	6
THOM-410	Managing Service Quality	Junior	3	6
THOM-420	Innovation & Creativity in Hospitality & Tourism	Junior	3	6
TRSH-350	Research Methods	Junior	3	6

<b>TOURISM REQUIREMENTS: 18 credits/36 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
TTOU-100	Introduction to Travel & Tourism	None	3	6
TTOU-110	Marketing for Hospitality & Tourism	None	3	6
TTOU-210	Entrepreneurship in Hospitality & Tourism	TTOU-100	3	6
TTOU-225	Special Interest Tourism	TTOU-100, Sophomore	3	6
TTOU-310	Tourism Destination Management	Junior	3	6
TTOU-400	Sustainability in Hospitality & Tourism	Junior	3	6

<b>HOSPITALITY &amp; TOURISM ELECTIVES: 15 credits/30 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
THOM-230	Wine & Beverage Appreciation	THOM-104	3	6
THOM-305	Food & Beverage Cost Control	THOM-202	3	6
THOM-330	Hospitality Information Systems	TCOM-100, Sophomore	3	6
THOM-430	Crisis & Knowledge Management	Junior	3	6
TTOU-230	Consumer Behavior in Hospitality & Tourism	TTOU-110, Sophomore	3	6
TTOU-310	Cultural Tourism	TTOU-100, Sophomore	3	6
TTOU-320	International Tourism	Junior	3	6

<b>BUSINESS REQUIREMENTS: 21 credits/42 ECTS</b>				
Course Code	Course Name	Prerequisite	Credits	ECTS
TACC-100	Introduction to Accounting I	None	3	6
TACC-102	Introduction to Accounting II	TACC-102	3	6
TBUS-200	Organizational Behavior	THOM-100 or Sophomore	3	6
TECO-300	Market Policy & Development in Tourism	Junior	3	6
TLAW-200	Business Law	Sophomore	3	6
TMGT-200	Introduction to Management	THOM-100	3	6
TMGT-420	Strategic Management	TMGT-200, Junior	3	6

<b>ENGLISH LANGUAGE REQUIREMENTS: 6 credits/11 ECTS</b>				
Course Code	Course Name	Prerequisite	Credits	ECTS
TENG-210	College English	Placement Test or TENG-110	3	5
TENG-220	Academic English	TENG-210	3	6

<b>COMPUTER &amp; MATH REQUIREMENTS: 12 credits/16 ECTS</b>				
Course Code	Course Name	Prerequisite	Credits	ECTS
TCOM-150	Interactive Communications in the Hospitality Industry	None	3	4
TCOM-200	E-Commerce in Hospitality & Tourism	TCOM-150	3	4
TMAT-120	Business Mathematics	None	3	4
TMAT-202	Statistical Applications in Business	TMAT-120	3	4

<b>GENERAL EDUCATION ELECTIVES: 15 credits/21 ECTS</b>				
Course Code	Course Name	Prerequisite	Credits	ECTS
TFRE-110	French for Hospitality I	None	3	4
TFRE-120	French for Hospitality II	TFRE-110	3	4
TGRE-110	Greek for Hospitality I	None	3	4
TGRE-120	Greek for Hospitality II	TGRE-110	3	4
THIS-100	Introduction to Cypriot History	None	3	5
TSOC-210	Applied Ethics	Sophomore	3	5
TSOC-230	Cultural Understanding & Etiquette	Sophomore	3	5
	Or any other Elective available			

## Attachment 2: Feasibility Report

The College has in the last six months commenced its advertising campaign for various countries overseas (additional to its traditional markets - India, Pakistan, Nepal). The countries that have been approached include: Vietnam, countries of the former Soviet Union (Kazakhstan, Ukraine, Uzbekistan) and Greece. From these new contacts 28 applications additional to the 100 - 120 students normally received from the traditional markets for the forthcoming semester have been received.

### Budget for the academic years 2017 – 2019 for BA in Hospitality & Tourism Management

	Academic Year 2017 - 2018	Academic Year 2018 - 2019
<b>Inflow:</b>		
Number of Students	113	140
Annual Tuition Fees	€4000	€4000
Income	<u>€452000</u>	<u>€560000</u>
<b>Outflow:</b>		
Student Expenses	€203000	€252000
Salaries, Operational Expenses	€63000	€103000
Administration Expenses	€40000	€50000
Maintenance Expenses	€140000	€17000
Other Expenses	€15000	€23000
Bank Expenses	€13000	€13000
Total Expenses	<u>(€348000)</u>	<u>(€411000)</u>
Profit Before Tax	<u>€104000</u>	<u>€119000</u>

#### Notes:

1. Number of Students: The rule of accounting is applied using a conservative approach to student numbers, generally around 120 per annum. This is despite the fact that an increase is expected due to expansion into new markets and co-operations with these that have begun.
2. Estimation of Expenses: These have been calculated based on experiences from previous years (fixed expenses) and estimation of future student numbers (variable expenses).

3. College development:

- a. The College has already invested in e-resources' development upgrading all its computers and network systems.
- b. Further, the College has renewed its subscription to on-line databases and a further one will be added this academic year. New books and e-books are presently being selected for all courses under this programme of study and will be available before the new academic year.
- c. In the last year three full time faculty have been added (2 with PhD) and two more with PhDs are expected by the beginning of the next academic year to meet the current academic needs of the College. Further, recurring academic and administrative personnel development will continue with internal and external training including attendance at conferences.
- d. In 2018 an extra floor will be added to the main campus expanding college capacity thus fulfilling the College intention of becoming a specialized renowned hospitality college to support the regional industry.